The Role of Teacher Feedback in Developing Ghanaian Senior High School Learners' Grammar Skills: A Classroom-Based Study at Obama College in Mankessim

Joshua Kwabena Nbiba Bintul

Department of English Education,
University of Education, Winneba, Ghana

email: joshuabintul@gmail.com
**Corresponding author: Joshua Kwabena Nbiba Bintul*

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Abstract: This study explored how teacher feedback shaped the grammar growth of learners at Obama College in Mankessim. The work focused on the everyday experience of feedback during grammar lessons and how learners made sense of it. Guided by the Feedback-Driven Metacognition Framework, the study looked closely at how comments from the teacher helped learners notice their errors, monitor their choices, and revise their writing with clearer purpose. A phenomenological design supported this goal, as it allowed the researcher to follow the thoughts, reactions, and routines that learners developed around feedback. Quota sampling technique was used to select 30 Form Two learners, whilst purposive sampling was used to select the English language teacher. Data came from classroom observations, learner scripts, and interviews with the teacher and six selected students. The analysis followed Saldaña's coding cycles to capture the words, actions, and meanings that shaped learners' responses. The findings showed that short prompts, calm explanations, and follow-up questions encouraged learners to look closely at their sentences. Learners paid more attention to tense, concord, and punctuation, and they began to check their work before submission. Their revisions carried earlier feedback into new tasks, which showed growing control of key grammar areas. The study points to feedback as a steady guide in a school where resources are limited. Clear, well-timed comments helped learners think through their writing and build confidence in their grammar.

Keywords: classroom**,** grammar skills**,** learning, metacognition**,** teacher feedback

INTRODUCTION

Feedback forms a core part of classroom learning, yet its influence on grammar development in Ghanaian senior high schools remains uneven. English occupies a central place in Ghanaian education, and learners must show steady control of grammar to succeed in both school tasks and national examinations (Adika, 2012). Recent work shows that feedback shapes how learners notice errors and track their own growth (Hyland & Hyland, 2019). It has been observed that many teachers rely on feedback as a routine task rather than a planned

instructional tool (Chan et al., 2014; Eriksson et al., 2017). This practice raises questions about how feedback is used and how learners respond to it during grammar lessons.

Teacher feedback guides learners toward clear form and better accuracy. Several studies show that written feedback builds learner awareness and improves sentence structure (Hyland & Hyland, 2006; Shintani et al., 2014). Oral feedback also supports real-time correction and helps learners revise their output (Al-Jawala, 2025). Yet, in some Ghanaian schools, the use of feedback appears rushed due to time pressure, heavy class sizes, and limited training in feedback strategies (Ampofo, 2020; Mensah, 2024). These conditions reduce the impact of feedback and weaken grammar instruction.

In my experience, learners at Obama College show interest in grammar lessons but struggle with consistency. Many learners repeat the same errors, which suggest gaps in the feedback they receive. Poorly timed or unclear feedback can confuse learners rather than help them refine their writing (Hyland & Hyland, 2019). When feedback fails to guide revision, learners treat it as a correction list rather than a learning tool.

Teacher feedback carries both pedagogical and equity concerns (Martin-Kniep, 200). Learners who grasp feedback use it to grow. Learners who cannot decode feedback remain at a disadvantage. This problem grows sharper in mixed-ability classes, where students show wide differences in language exposure (Ajmal et al., 2024). Feedback practices should be made to support every learner and respond to the varied learning needs in Ghanaian classrooms.

This study thus explores how teacher feedback shapes grammar learning at Obama College. The aim is to understand how teachers use feedback, how learners respond to it, and how these practices influence grammar mastery. The study speaks to the need for feedback practices that are deliberate, clear, and grounded in sound language pedagogy.

Purpose of the Study

The purpose of this study is to investigate how teacher feedback supports the development of grammar skills among learners at Obama College in Mankessim.

Research Question

How does teacher feedback influence the grammar development of senior high school learners at Obama College in Mankessim?

THEORETICAL FRAMEWORK

This study draws on the Feedback-Driven Metacognition Framework (Winstone et al., 2022) to examine how teacher feedback can shape learners' grammar skills in senior high school. In that framework, effective feedback is not only information transmission but it also serves as a tool for activating learners' metacognitive processes (Pitt & Winstone, 2023; Winstone et al., 2022) This metacognitive processes according to Winstone et al. (2022) include self-monitoring, self-evaluation and regulation of learning. According to this view, feedback becomes transformative when learners reflect on the comments, recognize gaps in their output, plan revisions, and adjust their strategies accordingly.

In the context of grammar instruction, such feedback-driven metacognition may encourage learners to notice underlying grammar rules, test their understanding, and internalize correct forms (Han & Xu, 2020). The framework emphasizes three dimensions of feedback practice:

1. **Design dimension**: how teachers structure tasks and feedback sequences to foster uptake. That involves designing grammar tasks with follow-up feedback and opportunities for revision so learners can engage with their errors meaningfully (Winstone et al., 2022).
2. **Relational dimension**: the quality of interaction between teacher and learner when feedback is given. Empathy, clarity, and encouragement matter to help learners accept feedback and engage metacognitively.
3. **Pragmatic dimension**: how teachers negotiate institutional constraints (time, class size, curriculum demands) to still provide useful feedback and follow-up.

Applying this framework in the Ghanaian senior high school context allows this study to interrogate not just whether feedback is given, but also how it is given. It will help to understand whether feedback leads to learners reflecting on and revising their grammar as a form of self-regulated learning.

Presumably, in the absence of feedback-driven metacognition, corrective feedback may remain superficial because learners may see corrections but fail to process underlying rules or improve grammar skills over time. By contrast, when teachers deliver feedback under the design, relational, and pragmatic conditions described above, grammar instruction can move beyond performance correction to deeper internalization.

This theoretical framework shapes the research focus as it helps to examine teacher feedback practices at Obama College, and how learners respond. This response is not only in immediate corrections, but in their ability to self-monitor, reflect, and adjust their grammar knowledge over time. The Feedback-Driven Metacognition Framework thus offers a lens to interpret feedback as a dynamic, learner-centered process rather than a one-off evaluative act.

LITERATURE REVIEW

Research on feedback and grammar learning continues to expand, with strong attention to how feedback shapes revision and accuracy. Many recent studies affirm that learners need sustained and clear feedback to improve their grammar control. For instance, Lee and Mao (2024) found that targeted written feedback supports steady gains in sentence accuracy. Karim and Nassaji (2020) also reported that focused feedback helps learners track repeated errors and improve structure over time.

Studies show that feedback works best when it invites learner engagement. Hyland and Hyland (2019) argue that learners must interact with feedback to gain deeper awareness of form. When learners revise their work using teacher comments, they internalize rules faster. However, when feedback is vague or too broad, learners ignore it or make surface-level edits.

Work on oral feedback shows that timely prompts support grammar awareness in real time. Uddin (2022) found that recasts and prompts draw learners' attention to errors during classroom talk. Yet, the success of such feedback depends on teacher training, class size, and lesson flow.

African researchers have begun examining the state of feedback in local schools. Mensah et al. (2024) reported that many Ghanaian teachers rely on correction symbols without explanation. Learners often struggle to understand these symbols and cannot revise their work. Ampofo (2020) confirmed that teachers need more training to provide feedback that supports learning rather than mere correction.

More recent studies in West Africa highlight the link between feedback and learner motivation. Adebayo et al. (2024) noted that supportive feedback builds learner confidence

during grammar tasks. Yet harsh or unclear feedback reduces interest and affects learner attitude.

Despite these insights, there is little classroom-based evidence from Ghanaian senior high schools. Most existing studies focus on tertiary settings or general writing skills rather than grammar (Ampofo, 2020; Anderson & Ayaawan, 2023; Mensah et al., 2024; Owusu, 2017). This gap limits our knowledge of how feedback functions in real SHS classrooms and how learners respond to it.

Ghana needs more local studies that examine feedback practices within authentic classroom settings. Such studies can reveal how teachers use feedback, how learners react to it, and how these patterns shape grammar learning. This study therefore adds to the growing conversation by focusing directly on classroom practices at Obama College.

METHOD

This study examined how feedback shapes grammar learning in some Ghanaian senior high schools. The researcher worked with a qualitative research approach because he needed to understand how learners made sense of feedback during real classroom work (Cao et al., 2019). Qualitative approach suits studies that seek meaning in lived experiences and the social conditions that shape them (Braun & Clarke, 2022; Dunk-West & Saxton, 2024). Grammar learning in Ghanaian schools sits within a space marked by limited resources, mixed proficiency levels, and pressure to meet curriculum targets (Adawu & Bintul, 2025). A qualitative research approach helped the research follow these conditions while paying attention to how learners processed feedback.

A phenomenology research design guided this research. Phenomenology focuses on how people experience a practice or event and how they interpret it in their own space (Adeniran & Tayo-Ladega 2024; Groenewald, 2004). This design was chosen because the researcher wanted to grasp how learners encountered feedback, how they felt it, and how they acted on it during grammar tasks. Feedback is not a neutral act. Learners read it, judge it, and use it in different ways depending on confidence, past failures, and the tone of the teacher (Schartel, 2012). A phenomenological design helped the researcher to capture these internal movements. It also helped to trace how the school environment shaped feedback use, since class size, language background, and teacher workload all influence how feedback is processed.

Site, Participants, and Sampling

The study took place at Obama College in the Mfantseman Municipality. Obama College is one of the most vibrant private senior high schools in the central region of Ghana, which operates under NaCCA, NASIA, GES, and WAEC among others. The school was chosen because grammar instruction is central to its English program, and learners engage in frequent written tasks. The participants were one English language teacher and thirty Form Two learners. Learners were selected based on their regular participation in grammar lessons and their readiness to share their experiences. Quota sampling guided the selection of participants select 30 learners and purposive sampling was used to select one English language teacher who was responsible for grammar instruction. This approach ensures that the selected sample represents certain features in proportion to prevalence in the population (Owu-Ewie, 2022).

Instruments

Three research instruments were used to collect the data: observations, learner scripts, and interviews. Six grammar lessons were observed to watch how the teacher gave feedback and how learners acted on it. The researcher paid attention to comments, gestures, pauses, and the learners' immediate reactions. These observations showed how feedback moved through the lesson and how learners' revisions took shape.

Learner scripts provided another layer of evidence. The researcher collected the scripts after each task so that he could see how feedback influenced the learners' choices during revision. These scripts helped to trace how comments were taken up, ignored, or misunderstood.

Semi-structured interviews were conducted with the teacher and six learners. The interviews helped the researcher to hear the teacher's intentions and the learners' views. The researcher asked about their challenges, confidence levels, and the meaning they gave to feedback. These conversations helped him see the internal actions that could not be observed in class.

Approval was secured from the school. All participants were assured of anonymity and voluntary participation. Learners were informed that the research would not influence their grades.

Data Analysis Procedure

The analysis followed a thematic process shaped by Saldaña's (2021) coding cycle and guided by the Feedback-Driven Metacognition Framework. The researcher began with first-cycle coding, using in in vivo codes to stay close to the words and actions of learners and the teacher. These codes captured how learners talked about feedback, how they judged their errors, and how they planned revisions. The codes also captured the teacher's intentions during feedback moments.

After the first cycle, the researcher moved to second-cycle pattern coding. Here, related codes were grouped to build broader meaning units. The pattern codes reflected the core ideas of the Feedback-Driven Metacognition Framework:

- how learners noticed gaps in their grammar,
- how they monitored their own progress,
- how they adjusted revisions,
- how teacher tone, clarity, or task design shaped their engagement.

The framework helped to trace how feedback triggered metacognitive action. The researcher looked for signs of self-monitoring, self-evaluation, and planning in the learners' scripts and interview accounts. He also examined how classroom constraints shaped these actions.

The research kept a reflective log during the analysis. The log helped him track doubts, decisions, and shifts in interpretation. It kept him aware of how his position as a researcher influenced the meanings he was building. Through this process, the researcher was able to follow how feedback travelled from teacher to learner and how that movement shaped grammar growth.

RESULTS

This section presents results from the analysis of data on the role of teacher feedback in developing learners' grammar skills at Obama College. The analysis was guided by the Feedback-Driven Metacognition Framework (Winstone et al., 2022), which emphasizes how feedback can trigger learners' self-monitoring, self-evaluation, and strategy adjustment. Using Saldaña's (2021) coding procedures, the data were first examined through first-cycle in vivo coding, capturing learners' and the teacher's own expressions. This step ensured that the participants' perspectives remained central. Second-cycle pattern coding allowed the researcher to organize codes into broader categories that reflected the key dimensions of feedback-driven metacognition: noticing errors, monitoring progress, and revising work.

Table 1: *Mapping of First-Cycle and Second-Cycle Codes to Themes, Examples, and Feedback-Driven Metacognition Dimensions*

Theme	First-Cycle Code (In Vivo)	Second-Cycle Code (Pattern)	Source / Example	Feedback-Driven Metacognition Dimension
Learners' Noticing of Grammar Gaps	"When the teacher asks questions, I see where I went wrong"	Recognizing grammar errors	Learner 04, interview	Design (structured prompts to notice errors)
	"Check your subject-verb agreement here. What form should follow 'He'?"	Teacher prompts error recognition	Classroom Observation, Lesson 2	Design (task structure that triggers noticing)
	"I notice recurring mistakes and remember them"	Internalizing error patterns	Learner 04, interview	Design / Pragmatic (feedback triggers self-reflection)
Self-Monitoring and Evaluation	"Now, I check my sentences before giving them to the teacher"	Learner reviews work before submission	Learner 06, interview	Relational (teacher feedback stimulates reflection)
	"I saw I forgot the 's' in verbs. I corrected it myself"	Self-correcting errors	Learner Script 03	Relational / Design (evaluation of own work)
	"When the teacher explains kindly, I want to fix it"	Motivation influenced by feedback tone	Learner 05, interview	Relational (teacher-learner interaction affects engagement)
Revision Practices and Strategy Adjustment	"I try to remember the rule the teacher mentioned"	Applying rules in revisions	Learner 02, interview	Design / Pragmatic (planning and strategy adjustment)
	"She go to market every morning" → "She goes to	Guided revision after feedback	Learner Script 01	Design (feedback guides error

continued

	market every morning"			correction and transfer)
	"I check all sentences for it"	Strategy application across tasks	Learner 02, interview	Design / Pragmatic (self-regulated learning through reflection)
Teacher Influence and Feedback Quality	"Look at your paragraph. Where do you need commas? Think aloud"	Interactive feedback to explain reasoning	Classroom Observation, Lesson 5	Relational / Design (teacher scaffolds metacognition)
	"Even small comments make me reflect and fix my mistakes"	Feedback triggers reflection	Learner 01, interview	Relational / Pragmatic (clarity and tone affect uptake)
	"In large classes, I give brief oral comments; in small groups, detailed"	Adjusting feedback to context	Teacher 01, interview	Pragmatic (constraints influence feedback delivery)
Feedback as Driver of Grammar Skill Development	"I can see my mistakes now. I don't repeat them"	Improved accuracy over time	Learner 01, interview	Design / Relational (feedback drives internalization)
	"I see some learners applying my comments to new sentences"	Evidence of metacognitive growth	Teacher 01, interview	Design / Relational / Pragmatic (feedback promotes self-regulated learning)

The table above connects raw participant expressions and classroom observations to broader patterns and metacognitive processes. It shows how teacher feedback at Obama College triggered noticing, self-monitoring, strategy adjustment, and grammar improvement. Each pattern code aligns with one of the design, relational, or pragmatic dimensions of feedback-driven metacognition, demonstrating how feedback moves beyond correction to foster self-regulated learning.

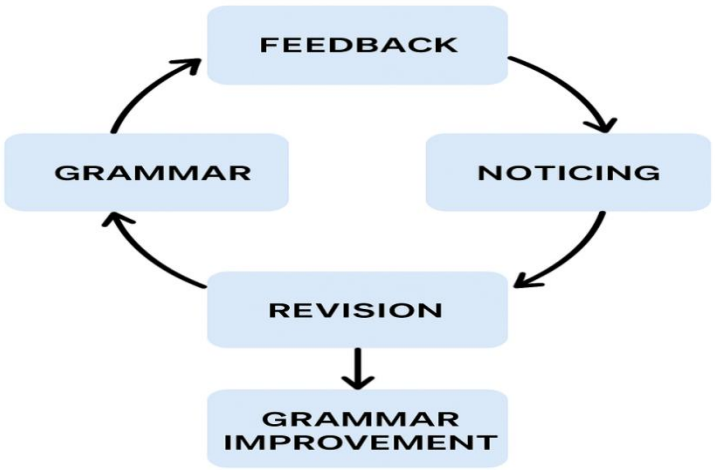

Figure 1: *Feedback–Metacognition Cycle Diagram (Grammar Improvement Model)*

The diagram above presents the cycle that guided the analysis in this study. It represents a new research new model—grammar improvement model—that has been developed out of the Feedback-Driven Metacognition Framework by the research in this current study. It shows how teacher feedback sets the process in motion. Learners notice the marked features and compare them with their intentions. This noticing creates space for self-monitoring, where learners judge their choices and track where they deviated from expected forms. Self-monitoring leads to purposeful revision as learners attempt to correct the flagged structures. This analysis saw a new model—grammar improvement model—that has been taken from Feedback-Driven Metacognition Framework. The revised text then reflects improved control of grammar. The cycle does not end there. Each improvement shapes how learners respond to feedback in later tasks, which keeps the cycle active.

Learners' Noticing of Grammar Gaps

Analysis of classroom observations revealed that feedback helped learners identify gaps in their grammar knowledge. During one observed lesson, the teacher commented:

> *"Check your subject-verb agreement here. What form should follow 'He'?"*

A learner paused, then corrected the sentence from *"He go"* to *"He goes"*. This interaction illustrates the design dimension of feedback: the teacher structured the task and subsequent feedback to prompt the learner to notice the error and think critically. Learners reported that these prompts helped them recognize recurring mistakes:

> *"When the teacher asks questions, I see where I went wrong and remember it next time."* (Learner 04)

Pattern coding showed that repeated engagement with feedback enabled learners to internalize grammar rules. They began to actively look for similar errors in subsequent tasks, indicating that feedback was functioning as a metacognitive trigger rather than a mere correction tool.

Self-Monitoring and Evaluation

The data indicate that feedback promoted learners' self-monitoring. Observational notes showed that after receiving comments, learners paused to review their sentences before submitting revised work. One learner wrote:

> *"I saw I forgot the 's' in verbs for he/she. I corrected it myself this time."* (Learner Script 03)

During interviews, learners confirmed that teacher feedback prompted reflection:

> *"Now, I check my sentences before giving them to the teacher. I notice mistakes I missed before."* (Learner 06)

These accounts illustrate metacognitive engagement. Learners did not simply implement corrections; they evaluated their work, compared it with the teacher's feedback, and adjusted their approach. This aligns with the relational dimension of feedback-driven metacognition, which highlights the role of teacher interaction in fostering reflective learning. The supportive

tone and targeted questioning encouraged learners to take ownership of their revisions, increasing both accuracy and awareness.

Revision Practices and Strategy Adjustment

Classroom observations and document analysis revealed that learners used feedback to guide revision strategically. For example, in one grammar exercise, a learner initially wrote:

> *"She go to market every morning."*
> The teacher's note read:
> *"Remember third-person singular—check your verb forms."*

The learner then revised the sentence correctly and later applied the rule to other sentences. Semi-structured interviews further confirmed that learners were adjusting strategies:

> *"I try to remember the rule the teacher mentioned and check all sentences for it."* (Learner 02)

Pattern coding highlighted cycles of noticing, planning, and revising, which reflect the Grammar Improvement Modle that has been derived from Feedback-Driven Metacognition Framework. Learners were not merely correcting errors; they were developing self-regulated strategies for grammar improvement. These strategies included checking subject-verb agreement, tense consistency, and sentence structure systematically before submitting tasks.

Teacher Influence and Feedback Quality

The relational and pragmatic dimensions of feedback emerged strongly in the data. Observations showed that the teacher varied feedback delivery according to class dynamics. During large-class lessons, oral comments were brief, but for small groups, the teacher held mini-conferences to discuss errors in detail. One excerpt captures this:

> *"Look at your paragraph. Where do you need commas? Think aloud, and tell me why you put it there."*

Learners responded by explaining their reasoning, demonstrating metacognitive processing of the feedback. Interviews revealed that the tone and clarity of feedback influenced engagement:

> *"When the teacher explains kindly, I want to fix it. When it's just a mark, I ignore it."* (Learner 05)

Pattern coding emphasized that feedback effectiveness depends on clarity, tone, and task structure. The pragmatic dimension also surfaced: time constraints, lesson length, and class size influenced how much individualized feedback the teacher could provide. Nevertheless, even minimal targeted comments often triggered reflection and revision, showing the robustness of feedback-driven metacognition in motivating self-regulated learning.

Feedback as a Driver of Grammar Skill Development

The integrated analysis of observation, learner scripts, and interviews suggests that feedback drives grammar development through structured metacognitive cycles. Learners noticed errors, reflected on teacher comments, and revised their work. After six observed lessons, there was measurable improvement in the accuracy of tense usage, concord, and sentence structure. One learner noted:

> *"I can see my mistakes now. I don't make the same verb errors all the time."* (Learner 01)

The teacher also reflected on the process:

> *"I see some learners applying my comments to new sentences. They are thinking about their grammar themselves."*

These accounts indicate that feedback, when delivered with attention to design, relational, and pragmatic factors, promotes self-regulated learning and internalization of grammar rules. This outcome aligns fully with the theoretical framework: feedback is most effective when it moves beyond simple correction and stimulates reflection, monitoring, and strategy adjustment.

DISCUSSION OF FINDINGS

This study examined how teacher feedback shaped learners' grammar development at Obama College in Mankessim. The interpretation draws on the Feedback-Driven Metacognition Framework. The discussion highlights how learners used feedback to notice errors, monitor their work, and revise with intention. The discussion also shows how the teacher's tone, clarity, and routines guided that process in a resource-limited context.

Learners' ability to notice grammar gaps formed the first strand of the findings. They paid attention to subject-verb agreement, tense shifts, and punctuation when the teacher asked guiding questions. Similar patterns appear in studies by Asante (2025) and Mensah et al. (2024), who found that questioning prompts help junior high learners detect errors they normally overlook. The current study shows this effect clearly. Learners paused, compared their choices with expected forms, and corrected mistakes. This behavior aligns with Chan (2021) observation that noticing improves when teachers use short verbal cues rather than long explanations. These findings confirm the role of targeted prompts in supporting grammar awareness in multilingual classrooms.

The second strand concerns self-monitoring. Learners reviewed their work before submission and checked recurring areas of difficulty. This habit grew from earlier feedback and became part of their writing routine. In a study of rural JHS classrooms, Ampofo (2020) reported a similar shift, where learners began to "double-check verbs" after consistent teacher reminders. The present study shows the same movement. The teacher's tone and timing encouraged learners to monitor their choices rather than wait for corrections. This reflects Winstone et al. (2022) view that feedback works well when learners feel supported, not judged. The findings show that relational warmth made learners more willing to inspect their sentences.

Revision practices formed the third strand. Learners applied rules from previous lessons during later tasks. They revised tense errors, checked concord, and adjusted punctuation across exercises. Earlier Ghanaian research supports this trend. For example, Mensah et al. (2024) and

Shintani et al. (2014) noted that revision becomes meaningful when feedback links directly to clear grammar points. The present findings strengthen that claim. Learners used brief written comments and oral cues to guide their revisions. The revisions then influenced new sentences, which indicates developing self-regulation. This pattern fits the metacognition cycle that underpins the chosen theoretical framework.

The fourth strand highlights the teacher's influence. The teacher adapted feedback to class size, time, and lesson demands. Brief oral comments served large groups, while small groups received detailed explanations. This adaptive practice echoes findings from Adawu & Bintul (2025), who showed that Ghanaian teachers adjust feedback based on class pressure and curriculum pacing. The present study extends that observation by showing how such adjustments still triggered reflection when the comments were clear and focused. Learners explained their choices aloud during some sessions, which deepened their understanding of why certain structures worked.

The final strand concerns grammar development. Learners improved across tense use, concord, and sentence structure during the six observed lessons. Their scripts showed fewer repeated errors, and their oral explanations became clearer. These shifts mirror findings by Cui et al. (2023), who reported better accuracy when teachers used short, frequent feedback loops instead of long end-of-task corrections. The current study adds detail by linking these gains to cycles of noticing, monitoring, revising, and applying rules. This development suggests that feedback shaped internal processes rather than surface-level correction.

Taken together, the findings show that feedback guided learners through a metacognitive path that supported grammar learning. Learners paid attention, evaluated their choices, and altered their writing strategies. The teacher's tone, clarity, and flexibility strengthened this process even in a context with large classes and limited resources. These insights support earlier Ghanaian studies (Adawu & Bintul, 2025; Ampofo, 2020; Asante, 2025; Mensah et al., 2024) that point to feedback as a workable tool for grammar growth in multilingual settings. The present study advances this body of work by explaining how feedback activates internal monitoring, not just correction.

The overall picture shows that feedback can improve grammar learning when it is deliberate, timely, and dialogic. Even short comments helped learners think through their choices. In a school environment where textbooks, time, and technology are limited, feedback served as the most reliable form of instructional support. This confirms the value of teacher-learner dialogue in shaping accurate and confident grammar use in Ghanaian junior high schools.

CONCLUSION AND RECOMMENDATION

This study explored how feedback shaped learners' grammar growth in Ghanaian senior high schools, specifically Obama College. The work showed that feedback did more than point out errors. It helped learners notice patterns in their writing and monitor their choices with growing confidence. Learners revised their work with clearer purpose, and many began to apply earlier comments to new tasks. The teacher's tone, pacing, and manner of giving feedback supported this progress. Even with large classes and limited materials, feedback created space for learners to think through their sentences and improve their control of tense, concord, and structure.

The study points to several ways to strengthen grammar teaching in similar schools. Teachers need regular support to use feedback as a learning tool rather than a marking routine. Short training sessions can help teachers frame comments as prompts that guide thinking, not just corrections. Schools can also encourage brief peer-discussion moments during writing tasks, as these moments help learners test their ideas and notice gaps. Time is often tight, but

small routines, such as asking learners to reread one paragraph before submission, can build habits of monitoring and revision. Education officers may also consider providing simple reference sheets on common grammar issues to reduce pressure on teachers during feedback.

Grammar learning improves when feedback becomes a shared space for reflection. Learners grow when they feel guided and not judged. This study has shown that even in low-resource settings, careful feedback can open a path toward stronger grammar use and more confident writing.

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